



# NIAGARA REGIONAL POLICE SERVICE

## Police Service Board Report

**PUBLIC AGENDA**

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**Subject:** Cultural and Bias Awareness Training and Probationary Performance Evaluation

**Report To:** Chair and Members, Niagara Police Service Board

**Report Date:** 2025-12-01

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### **Recommendation(s)**

**That the Niagara Police Service Board (Board) receives the report for information.**

### **Key Facts**

- At a closed meeting held on Thursday, October 23, 2025, the Board requested that the Chief of Police provide a public report outlining the cultural and bias awareness training provided to Niagara Regional Police Service (Service) members, including the current demographics of the Service, both sworn and civilian. The Board further requested that the Chief develop a standardized probationary performance evaluation framework incorporating measurable, bias-mitigating criteria.
- All members of the Service receive cultural awareness and bias training both as part of their initial onboarding and throughout their employment. Sworn members are required to complete training mandated by the Community Safety and Policing Act (CSPA) and its regulations. Additional training is delivered to sworn members periodically to ensure that they maintain an appropriate level of cultural awareness to enable them to carry out their policing duties in a culturally sensitive and unbiased manner that prioritizes respectful treatment for all persons.
- The Service utilizes a standardized probationary performance evaluation framework, as well as a standardized field training program to evaluate and monitor the performance of probationary police constables, based on the principles of adult learning and facilitated by Coach Officers certified by the Ontario Police College (OPC).

## Financial Considerations

There are no financial implications relating to the recommendations contained in this report.

## Analysis

On the direction of the Board, provided following its closed meeting on October 23, 2025, the following public report outlines the cultural and bias awareness training provided to Service members, including the current demographics of the Service, both sworn and civilian. The report also provides information respecting the Service's standardized probationary performance evaluation framework incorporating measurable, bias-mitigating criteria.

### Cultural Awareness and Bias Training

All members of the Service receive training with respect to cultural awareness and bias, as part of their initial onboarding and throughout their continued employment with the Service. During onboarding, members are required to complete Respectful Workplace Training, which covers the Service's policy and procedures regarding discrimination and harassment. In the policy and procedures, discrimination is defined as "negative treatment of a person or group of people, whether intentional or unintentional, blatant or subtle, because of actual or presumed membership in a group." Members receive instruction on protected grounds under the Human Rights Code, their responsibilities to contribute to a workplace that is free from discrimination and harassment, to participate in training, and their duty to report when they become aware of discrimination or harassment.

Since 2024, sworn members of the Service completing the Basic Constable Training at the OPC have received the mandatory Thematic Training consisting of 4 modules: Human Rights; Systemic Racism; Ontario's Diverse, Multiracial & Multicultural Society; and The Rights and Cultures of First Nations, Inuit, and Métis Peoples. This training was implemented with the enactment of the CSPA identifying specific requirements for appointment as a police officer including *"training approved by the Minister with respect to human rights and systemic racism, and the training approved by the Minister that promotes recognition and respect for (a) the diverse, multiracial and multicultural character of Ontario society, and (b) the rights and cultures of First Nation, Inuit and Métis Peoples."*

All sworn members of the Service appointed prior to 2024 must complete this training by March 31, 2027. The current level of compliance with this regulatory requirement is as follows:

- Module 1: Human Rights = 513 completions
- Module 2: Systemic Racism = 449 completions
- Module 3: Ontario's Diverse, Multiracial, and Multicultural Society = 362 completions

- Module 4: The Rights and Cultures of First Nations, Inuit, and Métis Peoples = 314 completions

During post-OPC training, recruits receive presentations from the Equity, Diversity, and Inclusion Unit on the diverse, multiracial, and multicultural makeup of the Niagara Region. Recruits are introduced to members of diverse communities and receive additional presentations from community members during a diversity tour of the Niagara Region. In 2024, all members of the Senior Leadership Team participated in diversity tours, and in addition took part in a Harriet Tubman Tour, visiting historic sites throughout the Niagara Region and received presentations on the significance of Niagara communities and prominent Black people involved in the Underground Railroad.

Diversity tours attended by recruits and senior leaders have included visits and presentations from the Fort Erie Native Friendship Centre, Niagara Regional Native Centre, Pride Niagara, Chinmaya Hindu Mission, Cham Sham Buddhist Temple, Chabad Niagara Jewish Organization, Darbar Sri Guru Granth Sahib Ji Sikh Gurdwara, Salem Chapel British Methodist Episcopal Church, Harriet Tubman Underground Railroad National Historic Site, Islamic Society of Niagara Peninsula, Peace Mosque (Masjid Al Salam), Niagara Gurdwara (Sikh Temple), Congregation B'nai Israel Synagogue, Bridges Niagara (formerly Niagara Folk Arts), YMCA Newcomer Information Centre, and others.

Between June and August of 2024, the Service offered three separate sessions of Unconscious Bias Training for executive and senior leaders, sworn and civilian mid-level managers, and human resources and recruiting specialists, including background investigators. The presentations consisted of the following topics:

- Foundation of unconscious bias for police organizations.
- Breaking down barriers for the policing community – understanding why race leads the conversation.
- Inclusion relating to policing (internal and external context).
- Equality versus equity.
- Building a capacity for empathy and understanding historical challenges of equity, diversity, and inclusion in Canada.
- Systemic barriers in policing – what does it look like?
- Introduction to inclusive language for people in a leadership role.

In 2023, the Service facilitated mandatory training for all members comprised of a 3-part series of videos produced by the Fort Erie Native Friendship Centre and the Ontario Arts Council, intended to educate about the Indigenous People's history. The stories in the videos were told from the perspective of Niagara's Indigenous community, and the topics included Indigenous involvement in the war of 1812, residential schools, and racism and healing as a community. The training program was approximately 60 minutes in length and was completed in 2023. This training continues to be offered to all members of the Service, available through the NRPS Learn training portal.

In 2023, senior leaders completed the San'yas Indigenous Cultural Safety Training Program, which was a 10-hour course delivered online over a period of 8 weeks. Topics covered in this course included:

- Colonization in Canada.
- Racism, discrimination, and stereotyping, and their impacts on Indigenous peoples in different contexts.
- Taking action to strengthen Indigenous cultural safety in relationships, practices, and services.

In 2022, the Service in association with its partners serving the needs of immigrant and diverse communities in Niagara, produced a training video titled "Newcomers to Canada – Perceptions of Police". This interview-based video features community members residing in the Niagara Region who immigrated to Canada from different countries around the world. The participants speak openly about their perceptions of police in their countries of origin and their experiences since coming to Canada. The video sheds light on varied lived experiences and different realities of policing across the globe and in Canada. This training video continues to be offered to all members of the Service, available through the NRPS Learn training portal.

Starting in 2016, and within every 36 months since, members who collect identifying information have been required to complete training on the Collection of Identifying Information in Certain Circumstances, as detailed in Ontario Regulation 400/23, which includes training on Implicit (Unconscious) Bias, Discrimination, Racial Profiling, and other topics related to policing in a multiracial and multicultural society. This training has been completed for 2025, and the next round of training will be facilitated in 2029.

The Service continues to evaluate its level of training delivery based on evolving needs and strategic objectives, including the ongoing enhancement of cultural sensitivity by promoting awareness and respect toward members of diverse backgrounds and perspectives. Enhanced training for senior leaders, human resources professionals, and recruiters involved in constable selection ensures their continued development of cultural competency, focusing on inclusivity and meaningful engagement with members from diverse backgrounds.

In addition to more formalized training, the Service has facilitated multiple lunch and learn style sessions organized by members of the Equity, Diversity, and Inclusion Unit, Internal Support Networks, and the Internal Inclusion Committee, which are open to all Service members. Below are examples of learning events facilitated in 2024 and 2025:

1. September 22, 2025 – Truth & Reconciliation: Indigenous Reflections – Exploring Indigenous culture and the journey toward truth and reconciliation (presented by Willow Shawanoo from the Niagara Peninsula Aboriginal Area Management Board).

2. February 18, 2025 – Black History Month: conversation with Janet Madume Executive Director of the Welland Heritage Council and Multicultural Centre about Black history and lived experiences as a Black female community leader.
3. February 25, 2025 - Women in Police event: International Women’s Day – Panel Discussion.
4. October 9, 2024 – Hinduism/Diwali celebration: conversation with Vivek Gupta about the meanings and significance of Hinduism and the Diwali celebration.

Service Demographics – Civilian and Sworn

As of November 18, 2025, the demographics of the Service (gender and age), for both sworn and civilian members are as follows:

Table 1. Gender – Sworn

Gender	Count	Percentage
Male	702	81%
Female	163	19%
<b>Total</b>	<b>865</b>	<b>100%</b>

Table 3. Gender - Civilians

Gender	Count	Percentage
Male	115	33%
Female	230	67%
<b>Total</b>	<b>345</b>	<b>100%</b>

Table 2. Age Groups – Sworn

Age Group	Count	Percentage
20–24	33	3.8%
25–29	128	11.7%
30–34	113	13.2%
35–39	127	15.0%
40–44	121	14.0%
45–49	114	13.8%
50–54	139	15.9%
55–59	71	9.2%
60–65	16	3.6%
>65	3	0.7%
<b>Total</b>	<b>865</b>	<b>100%</b>

Table 3. Age Groups – Civilians

Age Group	Count	Percentage
20–24	1	0.3%
25–29	14	4.1%
30–34	47	13.7%
35–39	54	15.7%
40–44	49	14.2%
45–49	53	15.4%
50–54	53	15.4%
55–59	40	11.6%
60–65	27	7.8%
>65	6	1.7%
<b>Total</b>	<b>344</b>	<b>100%</b>

Summary of Self-Identification Survey Findings (2022–2025)

Since 2022, in alignment with the recommendations of the Ontario Human Rights Commission (OHRC), the Service has implemented an anonymous and voluntary self-identification survey grounded in a Human Rights and Protection of Privacy framework. This initiative aims to strengthen organizational understanding of member diversity while ensuring confidentiality and safeguarding against unintended identification. To maintain privacy, all results are reported in aggregated form, covering the years 2022 through 2025.

Given the nature of the information presented, namely, that it is (1) self-reported and entirely voluntary, and (2) based on a sample of 56 participants, we caution the reader against drawing broad generalizations from these findings. The data should be interpreted solely as descriptive of the individuals who chose to participate in the self-identification survey. This approach aligns with the guidance of the Ontario Human Rights Commission regarding the ethical collection and reporting of sensitive demographic information.

The Service acknowledges the importance of understanding its organizational composition and will explore additional approaches to expand data collection in the future, while maintaining an appropriate balance between information needs and the protection of individual rights and privacy.

Given that the total sample size included in this section, the following demographic profile should be interpreted as descriptive of this respondent group only. Nearly half of the respondents (47.27%), fall within the 25–34 age group, with another 32.73% between 35–44. Smaller proportions are aged 18–24 (9.09%) or 45–54 (10.91%). In terms of gender identity,<sup>1</sup> respondents primarily identify as women (49.09%) or men (36.36%), with an additional 32.73% identifying specifically as cisgender. No participants identified as non-binary, trans, or another gender identity. Sexual orientation data shows that the majority of staff (90.91%) identify as heterosexual or straight, while a small portion identify as bisexual (3.64%), pansexual (3.64%), lesbian, (1.82%) or queer (1.82%).

With respect to race and ethnicity, most respondents identify as White/Caucasian, either North American (65.45%) or European (40%). Representation from Asian, Black, and Latinx/Hispanic communities represents 14.55%, collectively. Relatedly, only 9.09% of staff identify themselves as racialized persons, people of colour, or visible minorities. No respondents identify as Indigenous; however, 9.09% report having Indigenous heritage despite not self-identifying as Indigenous.

The survey also provides insights into disability and health. A total of 10.91% of respondents identify as having a disability, with 11.32% reporting non-visible disabilities and none reporting visible disabilities. Psychiatric or mental health-related conditions are the most commonly noted (9.26%), followed by chronic medical conditions and learning disabilities (each 3.7%).

Finally, responses regarding religion and spirituality show that half of the respondents of this self-identification survey (50%), does not identify with any religion or spiritual belief. Of those who do (46.3%), the most common affiliations include Roman Catholicism (24.07%), agnostic beliefs (11.11%), and general non-religious identification (44.44%). A small proportion (3.7%) chose not to answer.

As part of its ongoing commitment to equity, inclusion, and informed organizational planning, and consistent with an OHRC approach, the Service recognizes the importance of learning from its own internal composition. By systematically collecting and reviewing this information, the organization is better positioned to understand the diversity of its members, identify barriers, and support evidence-informed strategies that promote a diverse and inclusive workplace for all members.

### Probationary Performance Evaluation Framework

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<sup>1</sup> <https://www3.ohrc.on.ca/en/your-rights/code-grounds/gender-identify-gender-expression>

*General Order 014 – Police Performance Appraisal Development Plan* outlines the standardized performance management system and forms utilized by the Service to assess performance, facilitate communication of performance expectations, and develop goals and objectives. It provides direction on the timing of appraisals, the process to be followed, as well as guidelines and definitions to support completion of the forms and supporting documentation.

The General Order applies to probationary police constables who are evaluated at 4, 8, and 12 months following their appointment. The probationary constable appraisal report is a standardized document, which confirms the member's performance in areas that are relevant to the progression of a new constable to independent patrol. These areas include, general police knowledge, learning ability, reports, appearance, conduct, communication skills, reasoning and judgement, attitude and interest, and reliability. The probationary police constable is provided feedback in each of these areas by their Coach Officer and Supervisor during their field training period.

### Recruit Training Overview

Recruit training is structured in four progressive levels designed to build foundational, operational, and practical skills required of a frontline police officer:

- *Level 1 – Pre-OPC In-Service Training:*  
Any training or information sessions provided to trainees before attending Basic Constable Training (BCT) at the OPC.
- *Level 2 – OPC – BCT:*  
The formal BCT program delivered by the OPC.
- *Level 3 – Post-OPC In-Service Training:*  
Any additional training or information sessions delivered after the completion of the BCT program.
- *Level 4 – Field Training:*  
The final phase, consisting of 60 days of supervised, on-the-job training with a certified Coach Officer.

Sworn members assigned as Coach Officers are selected as role models of professional practice and facilitate the transition between training received by recruits at the OPC and the Service's Training Unit into practical applications of policing within Niagara's communities. All Coach Officers receive training delivered by the OPC, which prepares them to teach, assess, provide feedback, and document the new recruits using current learning methods, with the number one goal of helping the new officers develop themselves into independently functioning critical thinkers and problem solvers. The "Coaching Police Professionals" course is facilitated through on-line learning and in-person instruction and includes the following topics focusing on adult learning:

- Assessing Performance and Knowledge, Skills, and Abilities.
- Bloom's Taxonomy of Learning
- The Brain and the Fear Response
- Cognitive Load Theory
- Critical Thinking
- Courageous Conversations
- Elements of Memory and Learning
- Emotional Intelligence
- Failing Forward
- Followership
- Goal Setting
- Growth Mindset
- Leadership Theories
- Making Mistakes
- Mindfulness and Meditation
- Mission, Vision, and Values
- Providing Feedback
- Responsibilities of a Coach Officer
- Self-Reflection
- Tactical Breathing
- Teaching Techniques
- Written Documentation

### Field Training Program

The following information is provided to describe the evaluation of probationary constables based on measurable performance indicators. The focus of the evaluation is the trainee's performance compared to the required competencies. Standards of performance are described in clear and objective language to ensure an unbiased evaluation. Multiple levels of review are required, to mitigate personal bias. The process of evaluation of the trainee includes an evaluation of the Coach Officer by the patrol supervisor, to ensure the objectivity of the assessment.

The field training phase is designed to transition the trainee from classroom instruction to operational competence in frontline policing. This phase includes:

- Duration: 60 working days.
- Training Blocks: Every 4-day period is designated as one "block" of training. A total of 14 blocks makes up the 60-day period.
- Supervision: Trainees must be under the constant supervision of a certified Coach Officer. If one is not available, a supervisor or designated officer must be assigned to supervise the Trainee.

The Field Training Manual is the formal document used to record and evaluate the trainee's performance, progress, and skill development throughout the field training program. It is a shared responsibility between the trainee and Coach Officer.

### Documentation Requirements

- At the end of each block, both trainee and Coach Officer will complete the Block Summary, detailing significant calls and events.
- Trainees will log call types they attended and indicate the day number of their field training when the call occurred.
- If a Coach Officer assesses a trainee as competent in a specific call type, they may initial that area to confirm.
- Any performance deficiencies must be documented, and a training plan created collaboratively by the trainee, Coach Officer, and supervisor. This plan is to be detailed in the action plan section following each review period.
- Each page must be initialed by both the trainee and Coach Officer.
- The manual must be submitted to the trainee's supervisor at the conclusion of each block for review and monitoring.

### Review and Evaluation Process

- Supervisors will review the manual, sign, and date their comments in the designated section.
- At the start of each shift, the trainee and Coach Officer will review the previous day's events and discuss progress or learning points.
- On Day 30, the Coach Officer must complete a progress report, submitted to the Platoon Supervisor for review.
- On Day 60, a final evaluation must be completed and submitted to both the Platoon Supervisor and Staff Sergeant for final comments.

### Final Review and Endorsement

- Upon completion of the 60-day field training period, the Platoon Supervisor and Staff Sergeant will verify that the manual has been completed correctly.
- They will provide a written summary and rationale supporting the Coach Officer's recommendation.
- The manual's final sign-off sheet must include signatures from the:
  - Coach Officer
  - Platoon Sergeant
  - Platoon Staff Sergeant

- Unit Inspector
- Superintendent
- Deputy Chief

Probationary Constables are evaluated on the performance indicators throughout the field training period:

<i>Competency</i>	<i>Performance Indicator</i>
<i>Knowledge &amp; Application of Law</i>	Knowledge and application of local, provincial, federal laws; understanding of court procedures and process; arrest authorities; application of use of force; apprehension.
<i>Verbal Communication</i>	Professional with the public; prevents conflicts; de-escalates; articulation skills; appropriate tone; active listening skills; rapport building; interviewing.
<i>Written Communication</i>	Note taking (according to Service policy); report writing (general occurrences, arrest report, use-of-force reports, etc.)
<i>Knowledge of Police Service &amp; Community</i>	Knowledge of police service (organizational structure, reporting relationships, vision & mission; policies & procedures), knowledge of community composition (geographic locations & landmarks; community resources; diversity, etc.)
<i>Officer Safety</i>	Handcuffing; body search; physical control; containment; controls environment (takes charge); arrest; safety-sense; not complacent; appropriate placement of vehicle during traffic stop, etc.
<i>Use of Force</i>	Firearms; defensive tactics physical fitness; responds with appropriate use of force response option; understands “reasonableness”.

<i>Competency</i>	<i>Performance Indicator</i>
<i>Police Vehicle Operations</i>	Operates vehicle safely; multi-tasking (e.g., talk on radio while driving; gather information, plates, etc.); use of lights and sirens in emergency response; reverse cruiser using back window, not mirrors; patrolling environment.
<i>Commitment</i>	Empathetic (cares about helping); respects proper protocol (values authority, follows orders, punctual, appropriate physical appearance); shows personal initiative and professional discipline (time management, ethics, dedication); pride of uniform, understands nature and requirements of the job, etc.
<i>Self-Confidence</i>	Carries out quality practice/learning; controls environment (takes charge); knows strengths and limitations; shows independence and leadership; has a support system; appears credible and grounded.
<i>Mental Preparedness</i>	Visualizes/role plays to rehearse; finds opportunities for “what if” scenarios; thinks positively; mentally prepares a week, a day, and/or moments before critical activities; sets clear objectives; establishes rituals.
<i>Focus/Refocus</i>	Fully focuses (alert, observant, relaxed rhythm, teamwork, anticipates); confident wearing equipment; manages common distractions (e.g., public disrespect, public complaints, workload, court); stays task-oriented; uses common sense (practical resolutions); involves others; controls pace of situation in a “crisis”; refocuses during downtime.
<i>Seeks &amp; Accepts Feedback</i>	Self-evaluates; knows what's expected; draws lessons from experiences; seeks feedback from others (e.g., team, coach, community); doesn't get defensive; accountable for own actions.

### Coach Officer Responsibilities

Coach Officers must provide a detailed, objective assessment of the trainee's performance over the block. Evaluations should reflect both quantity and quality of work.

Comments may include:

- Examples of initiative, leadership, inclusivity, or compassion
- Performance during specific calls (including incident number if relevant)
- Development in key competency areas
- Areas of concern and steps taken to address them.
- Guidance or goals for the next block
- Cumulative statistics for the current block and a running total

The Coach Officer must ensure that trainees are progressing toward independently completing both criminal and provincial investigations.

Progression is ideally documented as:

Observe → Participate → Conduct independently under supervision.

### Supervisor Responsibilities

The immediate supervisor (Patrol Sergeant) shall:

- Review the daily logs, trainee self-reflection, and Coach Officer comments for the block.
- Provide written feedback, either independently or through a joint meeting with the trainee and Coach Officer
- Discuss and document any concerns, performance issues, or action plans.

### Supervisor Evaluation of Coach Officer

- If the Coach Officer is meeting training objectives, check the appropriate box – no comment is required.
- If not meeting objectives, check accordingly and provide a detailed explanation.

### Importance of Documentation

All entries must be:

- Thorough
- Accurate
- Reflective of actual performance

### 30-Day Review

### Instructions for Completion of Progress Reports

The 30-day progress report is a formal evaluation of the trainee's development during the initial phase of field training. It ensures that the trainee is on track to demonstrate full competency by Day 60.

### 1. Benchmark Expectations

- At Day 30, the trainee must show growing competency in the Performance Indicators.
- By the final evaluation (Day 60), the trainee must demonstrate full competency in all indicators.

### 2. Evidence-Based Assessment

To ensure fairness and objectivity:

- Coach Officers must support each assessment with examples drawn from the Daily Log.
- Entries can be point-form and include:
  - Page numbers in the daily log.
  - General occurrence numbers or relevant incident references.
- Trainees are expected to assist their Coach Officer by identifying examples for consideration.

### 3. Use of the Comments Section

If any assessment requires further context or explanation:

- Use the comments section on the reverse side of the report.
- Comments should:
  - Expand on the selected competency ratings.
  - Outline any remedial action taken (if applicable).
  - Include discussion outcomes between Coach Officer and Trainee.

### 4. Performance Ratings

Coach Officers must place a check mark (✓) in one box per category:

<b>Category</b>	<b>Y</b>	<b>N</b>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>
Progressing Competency	<input type="checkbox"/>	<input type="checkbox"/>
Competent	<input type="checkbox"/>	<input type="checkbox"/>

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If “N” is selected in any category, the Coach Officer must:

- Provide a written explanation in the comments section.
- Document the discussion with the trainee.
- Describe any remedial steps taken and the results.

#### 5. Discussion and Follow-up

- Any identified issues must be:
  - Discussed with the trainee immediately.
  - Reviewed with the supervisor at the end of the block.
- Trainees must be given a fair opportunity to improve performance following any identified concerns.

#### 6. Signatures and Dates

All parties must sign and date the report to acknowledge the review:

- Trainee
- Coach Officer
- Immediate Supervisor

#### 7. Assessment Considerations

The following are the categories a probationary constable will be assessed on, in their 4, 8 and 12-month appraisal. Any areas of concern should be flagged and documented. The probationary constable should be made aware of these concerns, through documentation, and provided with a remedial/training plan to address them.

	PROBATIONARY CONSTABLE APPRAISAL REPORT CATEGORIES
GENERAL KNOWLEDGE	Has officer acquired a sound knowledge of job. Note any deficiencies or lack of training prior to becoming a sworn officer.
LEARNING ABILITY	How quickly does the officer comprehend and appropriately apply the knowledge learned.
REPORTS	Accuracy and clarity of reports, spelling, grammar, and composition.
APPEARANCE	Comment on general department, neatness, and cleanliness, care of uniform and equipment.
CONDUCT	Comment on officer’s cooperation and relationship with coworkers, supervisors, and the general public.

	PROBATIONARY CONSTABLE APPRAISAL REPORT CATEGORIES
COMMUNICATION SKILLS	Communicates in an effective, courteous, and professional manner, makes complete and accurate presentation of facts. Effectively uses the Mobile Data Terminal and radio to keep communication personnel aware of status. Effectively transmits and receives information and monitors the activities of other units, reports are professionally written, include necessary information and are concise and accurate.
REASONING & JUDGEMENT	Does the officer demonstrate common sense, good judgement, act calmly and logically under stress, demonstrate self-confidence and self-control.
ATTITUDE & INTEREST	Consider effort, interest, attitude, and initiative shown towards job and the general public. Professionalism and ethics.
RELIABILITY	Comment on amount of supervision required, acceptance of supervision and direction, willingness to accept responsibility.

Probationary Constables are evaluated at 30 and 60 days, before being considered for independent patrol. Any issues of performance are addressed throughout the field training period and may necessitate remedial training at the Training Unit by a facilitator certified by the OPC in the subject of instruction/evaluation. Field training may be extended if there are significant performance issues that prevent the trainee from achieving competency in an identified area. Performance improvement plans are developed with the trainee, coach officer, supervisor, and subject matter experts deemed appropriate to assist in the trainee's development.

The Service's probationary performance evaluation framework has been developed to assess the progress of training and development of every probationary constable from selection to independent patrol and completion of the probation period. Competency progression in the knowledge, skills, and abilities of each probationary constable is evaluated according to standardized measurable criteria in a process that has been designed to be objective and unbiased. This process provides appropriate accommodation for individual needs in a rights-based, fair and sensitive manner in order to provide every reasonable opportunity to for probationary constables to successfully complete their training.

### **Alternatives Reviewed**

Not applicable.

### **Relationship to Police Service/Board Strategic Priorities**

Not applicable.

## **Relevant Policy Considerations**

Not applicable.

## **Other Pertinent Reports**

Not applicable.

*This report was prepared by Paul Koscinski, Superintendent, Executive Services, in consultation with Linda Blood, Director, Human Resources, and Dr. Hector Perez, Corporate Analyst. Recommended by Luigi Greco, Deputy Chief, Support Services.*



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### **Submitted by:**

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Chief of Police

## **Appendices**

Not applicable.